	Universitas Negeri Surabaya S1 Sastra Inggris	Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Introduction To Linguistics	7920203095		3		25 Agustus 2026

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
		Dr. Dian Rivia Himawati, S.S., M.Hum.	ALI MUSTOFA

Deskripsi Singkat MK

This course aims to introduce students to the fundamental principles of linguistics, exploring language structure, societal roles and human language development. Topics include phonetics, morphology, syntax, semantics, pragmatics, sociolinguistics, and language acquisition. The course combines lectures, interactive discussions, and hands-on activities, fostering active participation and critical thinking through real-world examples. Evaluation methods include written assignments, group projects, and class participation to ensure comprehensive understanding. The group project aims to apply linguistic concepts to analyze real-world language use and its societal implications. This course aligns with SDG 4 (Quality Education) by promoting inclusive language education, SDG 5 (Gender Equality) by examining the role of language in identity formation, and SDG 10 (Reduced Inequalities) by addressing access to language learning resources and the use of language in social contexts. By the end of the course, students will gain a foundational understanding of linguistics, equipping them with insights into the complexities and significance of language in global contexts.

Capaian Pembelajaran (CP)

CPL-PRODI yang dibebankan pada MK

CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
CPL-5	Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa
CPL-7	Mampu mengaplikasikan konsep dan teori budaya untuk menganalisis serta merespons fenomena sosial budaya dengan cara yang responsif terhadap budaya
CPL-9	Mampu memahami dan mengaplikasikan metode penelitian, termasuk desain penelitian, analisis, dan interpretasi data di bidang bahasa/sastra

Capaian Pembelajaran Mata Kuliah (CPMK)

CPMK-1	Analyze language structures logically, critically, and systematically using theoretical linguistic approaches
CPMK-2	Apply basic linguistic theories to analyze English language phenomena
CPMK-3	Interpret language phenomena through cultural perspectives
CPMK-4	Design simple linguistic research using qualitative/quantitative methods

Matrik CPL - CPMK

CPMK	CPL-3	CPL-5	CPL-7	CPL-9
CPMK-1	✔			
CPMK-2		✔		
CPMK-3			✔	
CPMK-4				✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✔	✔	✔													
CPMK-2				✔	✔				✔						✔	✔
CPMK-3						✔	✔	✔		✔		✔	✔			
CPMK-4											✔			✔		

Pustaka

Utama :

1. O'Grady, W & Archibald, J (eds). (2016). Contemporary Linguistic Analysis: An Introduction. 8th edition. Canada: Pearson.
2. Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press
3. Yule, G. 2010. The Study of Language (4th ed). Cambridge: Cambridge University Press.
4. Culpeper, J., Malory, B., Nance, C., Van Olmen, D., Atanasova, D., Kirkham, S., & Casaponsa, A. (Eds.). (2022). Introducing linguistics. Taylor & Francis.
5. Harley, T.A. (2017). Talking the Talk: Language, Psychology and Science (2nd ed.). Psychology Press. https://doi.org/10.4324/9781315755458
6. Yoshida, M. (2025). Negotiating Gendered Language and Social Identities: Gender, Race and Native Speaker Ideology in Learning Japanese as an Additional Language (1st ed.). Routledge. https://doi.org/10.4324/9781003466697
7. Csomay, E., & Crawford, W.J. (2024). Doing Corpus Linguistics (2nd ed.). Routledge. https://doi.org/10.4324/9781003363309
8. Burgess, R.G. (Ed.). (1982). Field Research: A Sourcebook and Field Manual (1st ed.). Routledge. https://doi.org/10.4324/9780203379998
9. Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.

Pendukung :

1. Fasold, Ralph W, and Jeff Connor-Linton. (2006). An Introduction to Language and Linguistics. Cambridge, UK: Cambridge University Press.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	*Daring (online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding The Foundations of Linguistics: Introduction	1. The students are able to define 5 universal properties of language 2. The students are able to compare the form of communication between human vs non human	Class discussion; participation	Presentation, discussion, question-answer			2%
2	Understanding the sound system in language; Phonetics and Phonology	Students are able to transcribe 10 English words using IPA and Identify place/manner of articulation in recordings	Able to transcribe 10 English words using IPA and Identify place/manner of articulation in recordings	Lecture Group discussion Exercises done in class presentation			2%
3	Analyze word formation (affixation, compounding) in English and other languages	1. Break down complex words into morphemes (e.g., 2. Analyze word formation processes (derivation, compounding)	The analysis of word formation (affixation, compounding) in English and other languages	Lecture Group discussion Exercises done in class			2%
4	Analyzing sentence structure and formation (Syntax)	1. Students able to draw tree diagrams for English sentences (S → NP VP). 2. Students able to explain syntactic ambiguity (e.g., "I saw the man with binoculars")	Small-group project to analyze syntactic patterns in headlines/social media	Lecture Discussion group Exercises done in class			3%
5	Semantics-meaning in language; Explore lexical relations (synonymy, antonymy) and ambiguity	1. Students able distinguish between lexical/conceptual meaning 2. Students able to analyze semantic roles (agent, patient) in sentences	Case study on word meaning shifts (e.g., "sick")	Lecture Group Discussion Exercises done in class			3%

6	Pragmatics: Language in Use; Role-play speech acts (requests, apologies) across cultures	1. Apply Grice's Maxims to analyze conversational implicature 2. Demonstrate politeness strategies in role-plays (e.g., requests in formal/informal contexts)	Understanding Pragmatics: Language in Use; Role-play speech acts (requests, apologies) across cultures	Lecture Group Discussion Exercises done in class			3%
7	Sociolinguistics – Language and Society; Identifying dialects, code-switching, or genderlects.	1. Explain how social factors (age, gender) influence language variation 2. Compare dialects/accents using real-world examples (e.g., AAVE, British vs. American English)	Group presentation on regional language variations (linked to SDG 10)	Group discussion and presentation			3%
8	Midterm Project Workshop; Designing mini survey for language phenomena	1. Students able to design and present a research question on a linguistic phenomenon (e.g., code-switching, slang) 2. Students able to construct and present methods (interviews, corpus analysis) for the project	Students are able to participate, join, and do their Midterm Project Workshop; Designing mini survey for language phenomena	Mini-Group presentation			20%
9	Identifying the relation between each branch from the 1st-7th meeting; Reviewing previous materials	1. Students able to describe stages of child language acquisition (babbling, telegraphic speech) 2. Students able to analyze language errors in child speech (e.g., "goed" for "went")	Annotated transcript of child speech	Group discussion			3%
10	Language & Identity; discussing how language reflects gender/ethnic identity (SDG 5)	1. Students able to reflect on how their own language use reflects identity (gender, ethnicity). 2. Students able to critique stereotypes linked to language (e.g., "valley girl" speech)	500-word identity reflection essay	Lecture Reading Guide Group Discussion Exercises done in class			3%
11	Corpus Linguistics: Introduction to corpus linguistics	1. Students able to use corpus tools (e.g., COCA) to analyze word frequency/collocations 2. Students able to interpret data trends (e.g., "awesome" usage over decades)	Understanding Corpus Linguistics: Introduction to corpus linguistics	Lecture Reading Guide Group Discussion Exercises done in class			3%
12	Filed Linguistics: Understanding how to do filed study on linguistics	1. Discuss ethical challenges in documenting endangered languages 2. Propose strategies to preserve linguistic diversity	Participation in ethical discussion	Lecture Reading Guide Group Discussion done in class			3%
13	Applied linguistics: Analysing language policy (e.g., English as a global lingua franca)	Students able to debate the impact of English as a global lingua franca on local languages	Paper presentation	Lecture Reading Guide Group Discussion			3%
14	Research Presentations: Students create mini survey and present the findings	Students able to present findings clearly using visuals (graphs, quotes)	Final report and presentation	Group Discussion			30%
15	Language & Technology: Applying technologies to enhance linguistic study	1. Evaluate strengths/limitations of technoligies in linguistic research 2. Identify biases in AI-generated text	Critical analysis of AI text	Lecture and Group Discussion			2%
16	Final Exam: Students able to synthesising key concepts in linguistic study	1. Students able to synthesize key theories (e.g., syntax trees, Grice's Maxims) 2. Students able to apply linguistic concepts to new examples	Students are able to synthesising key concepts in linguistic study	Written exam: Summary submission			15%

SDGS (Sustainable Development Goals)



Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.